



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5858 E Sweetwater, Scottsdale, AZ 85254

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Carol Kendrick
Schedule : 7:00 AM to 3:30 PM
Grades : 7-8
2004 Enrollment : 825
Web Address : desertshadows.pvUSD.k12.az.us
Phone Number : (602) 493-6000
Fax Number : (602) 494-9266
E-mail : ckendrick@pvUSD.k12.az.us

Mission

Utilizing a prescribed curriculum, enriched and augmented to promote interaction, tolerance and respect, the students of Desert Shadows Middle School will be able to live in and meet the future prepared for a lifetime of learning and productivity.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Implement the research on Brain Based Learning and differentiated instruction in all classrooms.
- ü Revisit the standards with the elementary schools and high schools in our area to coordinate a seamless 6th to 9th grade transition.
- ü Develop a school improvement plan following the District Long Range Plan.

Enrollment

October 1, 2003 School Year Student Enrollment : 832
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 84

Instructional Programs

- ü 7th Grade Teams: English/S.S./Science
- ü 7th Grade Blocks: English/Social Studies
- ü Gifted-Honors Classes
- ü Two-year Algebra Program
- ü Two-year Foreign Language Program
- ü Additional Language Arts Mastery Class

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

DSMS provides a safe learning environment, fostering responsibility and respect. The foundation of the curriculum is the Arizona standards. The teaching staff provides daily opportunities for mastery of these standards. Counseling and psychological services are provided. Parents are able to access their child's grades and attendance 24/7 via the Internet.

Parents

Parents are expected to take the educational opportunities presented seriously. Parents are our partners and are expected to support the school and provide a proper home environment for optimal student success. Parents participate by attending conferences, open house and student functions; serving on committees; supporting the staff; reinforcing school rules; and monitoring student responsibility for completing all assignments.

Transportation Policy

Transportation is provided by the Paradise Valley School District for our attendance area for any student living more than 1.5 miles from the school. Open enrollment and/or transfer students must provide their own transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Staff: Phoenix Coyote Teacher of the Year	2003
ü Staff: Channel 3 Silver Apple Award	2003
ü Principal: Arizona's Distinguished Administrator	2004
ü Student: Mathcounts Regional Champions/State Runner Up	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	403	2804	75001	97	100	99	493	481	468	21	26	37	35	39	36	23	20	16	21	15	10
All Students (Prior Year)	341	2739	71167	97	99	99	495	477	463	18	25	38	36	45	41	24	19	14	21	11	7
Female	185	1352	36846	98	100	99	491	480	468	23	25	36	33	41	38	24	20	16	21	14	10
Male	216	1442	37974	95	100	99	496	482	467	19	27	39	37	37	34	22	20	16	22	17	11
African American	11	86	3720	92	100	98	481	464	446	18	38	53	55	37	33	18	15	9	9	10	4
Hispanic	11	437	26675	79	100	98	487	450	448	30	52	52	30	33	34	20	10	10	20	5	4
Asian/Pacific Islander	11	78	1575	92	98	99	470	507	504	25	11	18	38	37	33	38	26	20	0	26	29
American Indian/Alaskan Native	NC	29	4731	NC	97	98	NC	452	438	NC	42	61	NC	46	30	NC	8	7	NC	4	2
White	367	2156	37785	97	100	99	495	486	482	20	22	25	35	40	39	23	21	21	22	17	15
Students with Disabilities	29	308	8802	81	100	100	430	421	418	75	77	79	11	17	16	11	5	3	4	1	1
Students without Disabilities	374	2496	66199	98	100	99	498	487	472	16	21	34	37	41	38	24	21	17	23	17	11
Limited English Proficient Students	13	325	11710	100	100	100	432	437	429	80	63	70	20	31	25	0	4	4	0	2	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	18	652	29814				485	453	448	31	47	53	38	36	33	6	12	10	25	5	4
Non-Economically Disadvantaged	385	2152	45170				494	488	479	20	21	28	35	40	38	23	22	20	21	18	14

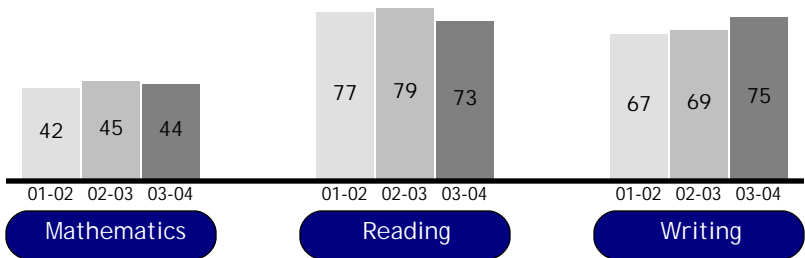
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	403	2801	74918	97	100	99	521	511	497	14	20	32	13	17	19	48	43	35	25	20	15
All Students (Prior Year)	339	2728	71100	96	99	99	529	516	502	9	14	25	12	18	21	50	46	40	29	22	15
Female	185	1349	36805	98	100	99	523	513	501	13	18	28	11	17	19	47	44	37	29	21	16
Male	216	1442	37936	95	100	99	520	509	493	14	23	35	14	16	18	49	41	33	23	20	14
African American	11	86	3719	92	100	98	517	504	481	9	24	43	9	21	21	64	40	29	18	15	7
Hispanic	11	436	26645	79	100	98	502	481	478	30	44	46	10	18	20	60	32	27	0	6	6
Asian/Pacific Islander	11	77	1571	92	96	99	507	527	521	13	13	18	25	19	15	50	37	38	13	31	30
American Indian/Alaskan Native	NC	29	4729	NC	97	98	NC	483	468	NC	50	57	NC	8	19	NC	42	19	NC	0	4
White	367	2155	37773	97	100	99	522	515	511	13	17	20	13	16	18	48	45	41	26	22	21
Students with Disabilities	29	310	8801	81	100	100	465	455	448	54	68	75	25	17	13	21	12	10	0	2	2
Students without Disabilities	374	2491	66117	98	100	99	525	516	501	11	16	28	12	16	19	50	45	37	27	22	16
Limited English Proficient Students	13	324	11706	100	100	100	469	467	454	40	56	71	60	22	16	0	18	12	0	4	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	18	651	29785				497	485	477	25	41	47	13	20	20	56	32	26	6	7	6
Non-Economically Disadvantaged	385	2150	45115				522	517	508	13	16	23	13	16	18	48	45	39	26	23	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	402	2793	74503	97	100	99	528	507	491	3	7	9	22	27	32	62	57	51	13	9	8
All Students (Prior Year)	322	2662	69001	91	96	96	510	498	490	8	11	17	23	35	37	67	54	45	2	1	1
Female	184	1346	36686	97	100	99	544	520	506	3	4	5	15	22	29	66	63	57	15	11	9
Male	216	1437	37644	95	100	98	514	494	476	3	10	13	27	32	36	59	50	45	10	8	6
African American	11	84	3677	92	99	97	563	505	475	0	10	12	9	24	36	64	56	46	27	9	5
Hispanic	11	430	26500	79	99	97	515	469	467	0	13	13	10	37	39	90	45	44	0	4	4
Asian/Pacific Islander	11	78	1566	92	98	99	497	538	537	0	1	5	50	27	23	50	59	55	0	13	18
American Indian/Alaskan Native	NC	29	4695	NC	97	97	NC	461	464	NC	9	14	NC	43	39	NC	48	44	NC	0	3
White	366	2154	37606	97	100	99	528	511	508	3	6	6	22	25	28	62	58	56	13	10	10
Students with Disabilities	29	308	8662	81	100	100	406	429	409	21	25	37	50	48	42	29	26	20	0	2	1
Students without Disabilities	373	2485	65841	98	100	98	537	513	499	2	5	7	20	25	32	65	59	53	14	10	8
Limited English Proficient Students	13	320	11608	100	100	100	468	449	430	0	15	23	60	47	47	40	37	28	0	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	18	648	29587				491	469	465	0	14	14	44	36	40	56	47	43	0	4	4
Non-Economically Disadvantaged	384	2145	44898				529	516	507	3	5	7	21	25	28	63	59	55	13	11	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	74	60	48	99	71	60	51	96	71	NA	54
	Language	100	81	66	51	99	78	64	54	96	78	69	58
	Mathematics	100	80	66	54	97	80	70	58	95	77	73	62
8	Reading	100	68	59	49	99	72	60	53	94	67	NA	55
	Language	100	68	59	46	99	74	59	49	95	69	62	52
	Mathematics	99	77	64	54	98	82	67	58	94	79	71	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Shadows Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Middle School Philosophy
- Ü Long-range Planning
- Ü Community Relations
- Ü Program Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	5.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	0	1	0	0
10 or more years	5	31	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	144
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Video Production Lab
- Ü Computer and Technology Labs
- Ü Science Laboratories

Extracurricular Activities

- Ü Academic Clubs
- Ü Homework Help Room
- Ü Intramural Sports
- Ü Interscholastic Sports

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Standardized test scores above district, state and national averages.
- ü Successful implementation of a vehicle for parents to view their child's academic progress and daily homework assignments via the Internet.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 6-7	55	60
Grades 7-8	63	75

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The DSMS administration, staff, counselors and nurse are present and very knowledgeable about our students. Character education is the cornerstone of our school. Tolerance, Perseverance, Integrity, Honesty, Respect, and Attitude are key pieces to a successful life. The objective of student discipline is to reflect upon and change inappropriate behaviors. Continued issues will be dealt with in increasing severity and may include placement at an alternative setting.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Carol Kendrick	(602) 493-6000
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Carey Hausbeck	(602) 493-6000
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Suzanne Block	(602) 493-6000
Student Health/Nurse	Connie Verno	(602) 493-6005

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.